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tion toward a purposeful end is a source of joy and profit. Such a volume is the *Specimens of Prose Composition*. In quality and length the "Specimens" are pedagogically sound. In classification the subject-matter is well graded and distinctive. Description, for example, is divided into descriptions of "Landscape," "Cities," "People," "Exteriors and Interiors," and, as regards the technical elements, this topic is divided into parts dealing with the "Dominant Note," "Point of View," "Color," "Sound," and "Odor." This single feature makes the study of the book worth while. The editors have placed "Exposition" first, "Argumentation" second, "Description" third, and "Narration" fourth. Our space does not permit our discussing this feature, but every teacher of English knows that the above order of treatment is probably a more logical arrangement of the study of structure in English prose composition than the time-honored course—Narration, Description, Exposition, and Argumentation. Another special feature of the volume is the inclusion of good compositions by students themselves. The core of the editors' thesis lies in the principle that all writing tends to become modified in accordance with the writer's intention to analyze or to depict. This in itself is an interesting and pertinent psychological contribution to the theory of English composition. The book is probably better adapted to college classes than to high-school classes.

Composition-Rhetoric. By STRATTON D. BROOKS AND MARIETTA HUBBARD.
New York: American Book Company. Pp. 448.

The first 216 pages of this book deal with "Expression of Ideas Arising from Experience," "Expression of Ideas Furnished by Imagination," "Expression of Ideas Acquired through Language," "The Purpose of Expression," "The Whole Composition," "Letter Writing," and "Poetry," and, incidentally, with the four forms of discourse. Part II treats the forms of discourse very fully, and the Appendix wanders over the familiar themes of "Elements of Form," grammar, figures of speech, the rhetorical features of the sentence, synonyms, and word usage. Our outline of the volume indicates the chief fault of the book—its prolixity. Moreover, the first part of the book, that part which must be covered in the earlier part of the course in English, is too technical for the freshman and the sophomore. The book is rich in raw material that should have been more thoroughly worked up for secondary pupils. Why the chapter on "Poetry" should have been inserted in the middle of the volume is not apparent—unless the authors were impressed with the knowledge that a larger number of our pupils leave school by the end of the second year than at the end of the full course. A recasting of the material with the intention of making for more simplicity and directness will make for more force and influence. Had the publishers directed more care toward the reproduction of the pictures, the book would have gained in attractiveness. Where pictures are used they should be made with the utmost artistic skill. In all other respects the volume is attractive and pleasing to hand and eye.

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